

Agency, Motives and Practices

- My starting point was that resilience arises in interaction between individual and the practices they inhabit
- Key to that was professional agency i.e. the capacity to work on those practices to shape them to help one to take forward one's intentions (it links to Vygotsky's view of learning and acting as a continuous process of internalisation and externalisation)

The Impact of the Seminar Series: teachers

- The series has made me think more about the nature of the practices that teachers inhabit and the 'trade-offs' they have to make about what matters for them
- If we bring strong professional motives to our professional practices and have to 'trade-off', we also need to distance ourselves a little from the practices, become less active and agentic in them

The Impact of the Seminar Series: pupils

- This line of thought has also helped me to understand the implications for pupils as learners
- Pupils also bring their strongly held motives to classroom practices – to be better than their brother, to keep out of trouble etc. etc.
- If teachers find their own professional motives are compromised it is particularly difficult for them to negotiate with pupils, give the kind of feedback that might tie into pupil motives etc.
- There is a danger of a de-personalisation of education. Resilience is part of it – but agency, motive and professional decision-making is core.